|  |
| --- |
| 1. What is our purpose? |
| To inquire into the following: **Transdisciplinary Theme:**  Where we are in place and time  **Central Idea:**  Sharing personal histories reveals families’ origins, developing a sense of belonging that establishes connections with people and the places where they come from.  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**: Performance assessment  **Tool**: Rubric  **Prompt**: Some experts have told you about their origins. Now it’s your turn! Tell one of the experts about what customs your family has. What is the connection between your family customs and the places your family comes from? You may: present a poster or mind map, give an oral presentation, use props / visual aids you have brought from home etc.  **Evidence:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A | B | C | D | | Identifies the connections between family’s geographical origins and customs | Makes clear, explicit connection between origins and family identity, with appropriate props to support | Makes clear, explicit connection between origins and family identity | Describes a family identity which is congruent with origins, but does not make connection explicit | Does not describe a family identity congruent with origins | |

|  |  |
| --- | --- |
| **Class/Grade:**First | PYP Planner |
| **Age Group:**6-7 |
| **School:** Colegio Colombo Británico |
| **School Code:**700202 |
| **Title:** | |
| **Date:**18th October to 18th November 2011 (5 weeks) | |
| **Teachers:**Elaine Escobar, Ma Victoria Libreros, Ángela Osorio, Ben Pattenden, Pilar Perea, Maritza Pérez, María Fernanda Romero, María Helena Valencia, Miguel Vargas | |
| **Proposed Duration:**  23 hours over 5weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?   * CAUSATION (Origin) * CHANGE (Family) * CONNECTION | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * **An inquiry into my family history and my ancestors** * **An inquiry into how families’ geographical origins influence their customs** * **An inquiry into how families change over time** | |
| What teacher questions/provocations will drive these inquiries?  **Provocation**: Children will have a ‘visit’ from their teachers’ ancestors. Children will have a graphic organizer (passport) to record who they meet and whose ancestors they are. The ancestors are: Nena’s grandmother (from Santa Fe de Antioquia) with Angela’s sister (from Antioquia), Maritza’s grandmother (from Huila), Ben’s grandfather (Welsh railway worker), Mark’s grandfather (from Norway).  **Teachers’ Questions**:   1. Where do the members of your family come from? 2. How is your family different from other families? 3. How have people been influenced by their ancestors? 4. How have your customs been influenced by your family’s history? 5. What traditions have you kept from your family’s place of origin? | |

|  |  |
| --- | --- |
| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**   * **An inquiry into my family history and my ancestors, An inquiry into how families’ geographical origins influence their customs**   The children draw their family. Who constitutes their family is down to them. They write by each person where they come from, if they know. They respond in writing to the question: “What customs does your family have? / What special things do they do?”  **Strategy:**Open ended task  **Tool:**Anecdotal records  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **An inquiry into my family history and my ancestors**  **An inquiry into how families’ geographical origins influence their customs**  The children identify the nature of their family history and their customs by completing a chart with 3 columns: Family member/Ancestor, Place of origin, and Customs.  **Strategy:** Selected response  **Tool:** Continuum  **Evidence:** The children identify special characteristics of the family, including its origins and customs.  **An inquiry into how families change over time**  Families used to be bigger  Families used to live close together  Families used to eat together  Families used to spend more time together  The children create a T-chart to compare what family life was like in the past and what it is like now.  **Strategy:** Selected response  **Tool:** Checklist  **Evidence:** Children mention different ways in which their own, or other, families change over time. | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Media: Printed, audiovisual, internet**   * The children use Google Earth to inquire into the location of and distances between different cities which their ancestors come from. * The children use a simple ICT presentation to inquire into typical features of different regions / cities of Colombia.   **Interviews: Expert**   * The children visit Museo Piedechinche to inquire, with the help of a guide, into what families were like in the past and what customs have been continued or not continued in this local area. * The children visit Museo Arqueológico La Merced to inquire into what customs local people have inherited from their ancestors. * The children interview different children’s grandparents about their geographical origins and how these influence their customs, and how their families have changed over time.   **Surveys: Regular people**   * The children ask 10 teachers/employees where they were born, collect and organize this data into bar graphs. * The children ask 10 teachers/employees what customs are local to Cali.   **Observation / Experience: Active, hands-on**   * The children make a ‘human map’ to give a basic idea of the perspective of distances between different cities in Colombia and in different countries with which the children have links.   **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  Communication:Speaking(L2 Giving oral reports to groups)  Self-management: Spatial awareness(Maths: Understanding of positions in maps)  Maths activities working on understanding of prepositions, location of objects within the classroom (Maths)  Use of Google Earth to gain some comprehension of relative distances.    Social: Respecting others(PSE: recognize the difference of others’ personal histories and origins)  Demonstrating respect for traditions of those visiting experts, and classmates, which are different to the children’s own  Thinking:Analysis (Social Studies: Make connections between personal histories and traditions)  Research: Collecting data(Social Studies: gathering information from interviews and visit to different places)  **Learner Profile**  Communicators:listening to experts and asking appropriate questions  Inquirers:Inquiring into the origins and cultures of both their own families and other people.  Open-minded:learning about differences in the traditions different people have |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**  **People:** Carina Restrepo & mother (parent from RF from Argentina), Mr Karam & daughter-in-law (grandfather from BF from Lebanon), Ma Paz Dazarrola (mother from BF from Chile), Nicolás Racedo’s grandmother (from YF, from Chile),teachers, all parents and other family members.  **Places:** Museo Piedechinche, Museo arqueológico la Merced  **Audio-visual materials:** Powerpoint presentation on teachers’ origins, DVD, Google Earth, web-based maps  **Bibliography:** see annex  **Music:**  **Computer software:**Powerpoint |

|  |
| --- |
| **6. To what extent did we achieve our purpose?-** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  **•** During the Performance assessment Children could establish a relationship between their geographical origins and their customs.  • Children used appropriate props when talking about their traditions and personal histories.  • Children discovered the geographical origins of their ancestors and started to develop a sense of belonging in relation to their traditions.  • In general, all the children showed an appropriate understanding of the central idea. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  • Due to logistic problems children could not present their Performances to the experts it was planned since the beginning and this could be an opportunity to make the presentation more meaningful.  • It would be more effective, to start collecting the props since the first weeks of the unit as we develop the learning experiences, since there were some children whose props during the performance assessment were a little limited. |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  • During the unit, children made a deep research on their personal histories getting to know the origins, traditions and some journeys of their ancestors.  • Children interviewed and collected information from experts about their personal histories. |

|  |  |
| --- | --- |
| **7. To what extent did we include the elements of the PYP?**   |  | | --- | | **What were the learning experiences that enabled students to:**  **Develop an understanding of the concepts identified in “What do we want to learn?”**  CAUSATION (Origin)  **• The children visit Museo Piedechinche to inquire, with the help of a guide, into what families were like in the past and what customs have been continued or not continued in this local area.**  **• The children visit Museo Arqueológico La Merced to inquire into what customs local people have inherited from their ancestors.**  **• The children interview different children’s grandparents about their geographical origins and how these influence their customs, and how their families have changed over time.**  **• The children ask 10 teachers/employees where they were born, collect and organize this data into bar graphs.**  **• Some of the children’s grandparents visit them to teach an activity which is a custom of their family.**  CHANGE (Family)  **• The children visit Museo Piedechinche to inquire, with the help of a guide, into what families were like in the past and what customs have been continued or not continued in this local area.**  **• The children interview different children’s grandparents about their geographical origins and how these influence their customs, and how their families have changed over time.**  **• Some of the children’s grandparents visit them to teach an activity which is a custom of their family.**  CONNECTION  **• The children use a simple ICT presentation to inquire into typical features of different regions / cities of Colombia.**  **• The children visit Museo Piedechinche to inquire, with the help of a guide, into what families were like in the past and what customs have been continued or not continued in this local area.**  **• The children visit Museo Arqueológico La Merced to inquire into what customs local people have inherited from their ancestors.**  **• The children interview different children’s grandparents about their geographical origins and how these influence their customs, and how their families have changed over time.**  **Demonstrate the learning and application of particular transdisciplinaryskills?**  Thinking Skills: Analysis  • From expert visits, interviews and homework, the children made connections between the place of origin of certain people / families and their customs.  Social Skills: Respecting others  • When sharing homework and during the performance assessment, the children had the opportunity to demonstrate respect and interest in different customs of the other children in their class.  Communication Skills: Speaking  • Reporting on the interviews the children did for homework, asking questions and making comments during the interviews themselves.  Self-Management Skills: Spatial awareness  • Google Earth, the globe and the human map activities gave the children some idea of the relative distances between and location of different places of origin of families from the class.  Research Skills: Collecting data  • The children conducted several interviews to collect data on people’s places of origin as well as customs, and used this data to create graphs.  **Develop particular attributes of the learner profile and/or attitudes?**  ***Profile***  • Open-minded: Children appreciated the traditions and families geographical origins within the class when sharing some homework assignments about it. They also understood some children´s relatives personal histories and their customs.  • Communicators: Children expressed the connection between their family customs and the places their family came from by designing posters, giving oral presentations or performing and using a variety of props which were related to the topic.  • Inquirers: Children researched about what families were like in the past and what customs have been continued or not continued when visiting Museo Piedechinche. They also enjoyed learning about customs local people have inherited from their ancestors, when visiting Museo La Merced.  .  ***Attitudes***  • Curiosity: Children were curious about their own and others´ places of origin when using the globe in the classroom and Google Earth in Internet. They also showed curiosity about where those places were located and represented them enthusiastically creating a Human map.  • Respect: Children showed respect towards their own and others’ family histories, ancestors and their customs influenced by the geographical origins which were quite different from one another | |

|  |
| --- |
| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  A number of children were impacted by the way in which men and women behaved and the differences in their 'rights' in the past, and wanted to investigate this further.  Many children were interested to know where certain places were.  **Effective teacher questions/provocations:**  The provocation itself was highly engaging and exciting for the children, and inspired them to learn about their own ancestors.  "Where do the members of your family come from?"  "What traditions have you kept from your family’s place of origin?"  **What student–initiated actions arose from the learning?**  (BF)   * El niño le encontró sentido a la visita semanal a los abuelos mostrando mayor interés por las tradiciones familiares. * Constantemente pregunta…”en tu época…, eso era de tu época” y se mostró preocupado porque el pesebre tuviera las características propias de la época. (Juan Martin Jaramillo). * Mantiene preguntando a sus amigos por sus orígenes y comparando con el propio (Lucas Hernández). * Generó un momento en familia muy agradable al llevarnos a revisar las fotos familiares para encontrar similitudes o diferencias entre Pasto y su ciudad. (Valeria Royo) * Incorporo en su vocabulario cotidiano palabras como “ancestros” y “costumbres” haciendo constante preguntas con respecto a ello.   (GF)   * Le es más fácil ubicar en el mapa diferentes lugares relacionados con los orígenes geográficos de la familia. (Mariana Arango, Ana Sofía García)) * La niña permanente hace comparaciones entre las costumbres de los abuelos y las suyas. * El niño le estuvo preguntando a la empleada de la familia acerca de sus orígenes y concluyó que sus costumbres son diferentes a las de él. (Camilo Salazar) * La niña está muy interesada en los miembros de la familia que viven en el extranjero y mantiene haciendo un paralelo entre las costumbres que ellos tienen en esos países y las que ella tiene aquí. (Laura Isabel Arana) * La niña ha mostrado curiosidad por las costumbres de sus familiares en casa, en especial navidad. Se le ha generado inquietud con respecto a las tradiciones que tenemos. (Isabella Hernández)   (RF)   * Muestra asombro ante las grandes diferencias entre objetos de la época de sus padres y su época (disco de vinilo, teléfono de disco, etc.) * Se ha mostrado más interesado en hablar con sus abuelos para indagar más acerca de sus orígenes. (Manuela Molina) * Se generó mucha inquietud en la diferencia entre las actividades hechas por los padres y las hechas por los niños. (Camilo Ordoñez). * Internalizo las diferencias culturales entre Cali y otras ciudades. Realizó comparaciones entre lo que vio en la Finca de Piedechinche y su diario vivir concluyendo que no le gustaría haber sido mujer en la época del apogeo de esa finca pues ellas vivían muy cohibidas. (Alejandro Villegas) |

|  |
| --- |
| **9. Teacher notes** |
| ⁃ It was difficult to find time to have the grandparents of different origins actually teach the children a custom from their place of origin. We could consider having only one grandparent in each class for a longer time (without rotating) so that although the children don’t experience such a breadth of different customs, they can see one in more depth.  ⁃ We may have needed to emphasise more the connection between places and customs, to make that link explicit in the children’s minds.  ⁃ The house at Piedechinche was highly relevant to what we wanted to achieve from that visit – we must ensure if we return that no group ‘wastes’ time in the gardens.  ⁃ La visita al museo de la caña fue muy significativa para los niños permitiéndoles tener claridad con respecto a la diferencia entre costumbres, formas de vivir y hacer las cosas, afianzando los conceptos propuestos para la unidad.  ⁃ The visit to Museo Piedechinche at the beginning of the Unit of Inquiry let the children understand the concept of Change in a very clear way. They were very engaged with the guide who clearly explained how families have changed over time.  ⁃ The Field Trip to Piedechinche was very successful and useful for the understanding of the Unit. Next time we go there, we should request not to do the Tour outside the house, since we are more interested in the customs and how families have changed through time.  ⁃ Among both children and experts there was perhaps too much emphasis on food – we should encourage the inclusion of different customs.  ⁃ The children now have a lot more confidence to deliver their performance assessments in English in front of their peers.  ⁃ It was very helpful that we found out about the origins of the children's families at the beginning of the unit.  ⁃ La provocación fue muy impactante para los niños, generando en varios de ellos la duda si los que habían estado en sus salones eran o no los familiares de sus profesores.  ⁃ Desde las artes visuales se puede apoyar más la unidad, pero la demanda de las actividades decembrinas impide que la especialista pueda involucrarse con mayor fuerza al desarrollo de la misma.  ⁃ La programación para la realización de la unidad fue la indicada ya que las actividades decembrinas no se interpusieron en el desarrollo de la misma.  ⁃ La llegada de la navidad justo a términos de la unidad permitió generar conexiones y aprendizajes perdurables con respecto a las tradiciones familiares y de la ciudad  ⁃ The Experts’ visit was very enriching for the children. They were curious about each place of the experts’ ´origins and they enjoyed listening to and watching their presentations.  ⁃ When assessing the line of inquiry about How families have changed through time, children focused more on the customs people used to have, than on the real fact of how this social group has changed.  ⁃ Try to present the Performance Assessment to different audiences.  ⁃ The Field trip to La Merced also helped a lot in the comprehension but the number of children seemed excessive. Next time we should do it one class at the time.  ⁃ Children showed a lot of excitement during the different learning experiences done throughout the unit. |